

A Study on the Relationship between Emotional Intelligence and Gender with Special Reference to Harrisons Malayalam Ltd Kumbazha Estate, Pathanamthitta

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ABSTRACT:

The ability to recognize different emotions, label them appropriately, use emotional information to guide thinking and behavior, and control and/or modify emotions to fit circumstances or achieve personal objectives is known as emotional intelligence (EI). Gender differences are supposed to affect how people behave emotionally. People react emotionally to the same circumstance differently depending on their gender. Investigating the connection between emotional intelligence and gender is the goal of this study. The study's main goal was to determine whether there were gender differences in the five competences of empathy, self-awareness, self-motivation, relation management, and self-development. Based on a descriptive survey design, the study was conducted. Participants in the study were middle-level employees of Harrison Malayalam Ltd. in Kumbazha Estate, Pathanamthitta. There were 150 middle-level employees who made up the target population. Convenience sampling was used to choose the study sample. For the study, a sample of 100 respondents—50 male and 50 female employees—was chosen. Data collection involved using a questionnaire. Both descriptive and inferential statistics were used to analyses the data.

KEY WORDS: Emotional Intelligence, Gender, Empathy, Self-awareness, Self-Motivation, Managing Relations, and self-development

1. INTRODUCTION

Investigating the link between emotional intelligence and gender is the goal of this study. The study's participants were the employees of Harrisons Malayalam Ltd. The study of gender psychology has evolved from a descriptive description of "sex differences" to dynamic field of study. Gender was often thought of as a straight forward, fixed feature in literature, but more recent study has revealed that it is really a continuous process. The ability to recognize one's own emotions as well as those of others, differentiate between various emotions and assign them the proper labels, use emotional information to direct one's thinking and behavior, and manage and/or adjust emotions to fit one's environment or accomplish one's goals is known as emotional intelligence (EI). Although no causal relationships have been demonstrated, studies have shown that people with high EI have better mental health, job performance, and leadership abilities. These findings are most likely due to general intelligence and particular personality traits rather than

emotional intelligence as a construct. The ability to use intelligence, empathy, and emotions to advance cognition and knowledge of interpersonal interactions is another aspect of emotional intelligence. The relationship between emotional intelligence and gender is complex and influenced by a variety of factors, including cultural, societal, biological, and individual differences.

2. NEED OF THE STUDY

A study on the relationship between emotional intelligence and gender with a special reference to Harrison's Malayalam Ltd Kumbazha Estate in Pathanamthitta can provide valuable insights into how emotional intelligence and gender influence workplace dynamics and organizational performance in a specific context. Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions, as well as to recognize and respond effectively to the emotions of others. It plays a crucial role in various aspects of work, such as teamwork, leadership, decision-making, conflict resolution, and overall employee well-being. Gender, on the other hand, refers to the social and cultural roles, behaviors, and expectations associated with being male or female.

3. OBJECTIVES OF THE STUDY

- The study was conducted to study the emotional intelligence among the employees in Harrison's Malayalam Ltd
- To assess whether there is any significant difference between gender and their emotional intelligence.

4. LITERATURE REVIEW

Salovey et al. (1990) documented a framework for EI. They traced the roots of EI to social intelligence and highlighted how the concept of emotion had been used in traditional intelligences. They explained that EI is associated with positive mental health and emotionally intelligent people are a pleasant company whereas those lacking in EI are generally maladjusted to their environment.

Mayer et al. (1997) explained the evolution of the concept of EI and put forth their 4 branch ability model of EI. They cited the role of EI in schools, at home, workplace and in other work settings. They also purported that EI skills can be acquired through education like other skills.

Van Rooyetal.(2005) studied the role of gender differences and age in EI of 275 under graduate students studying in a large South-eastern university. They found that females had higher levels of EI than males and age had a positive and significant association with EI.

Fariselli et al. (2006) conducted a research on 405 people in USA in the age group of 22 to 70 years. They found that age has a positive and significant association with EI but the relationship is weak. They asserted that the older people have slightly higher EI.

Kerretal.(2006) studied relationship between EI of managers and their leadership effectiveness measured through subordinate ratings. Employing MSCEIT for measuring EI, The study found that half of the MSCEIT scores strongly predicted leadership effectiveness especially the branches in

experiential EI domain but relationship between reasoning EI domain and subordinate ratings was insignificant.

Modassiretal.(2008) investigated the relationship between EI and Transformational leadership of managers and Organizational Commitment Behavior (OCB) of followers in different industries in Goa and Daman. The study found no significant relationship between subordinates' perception of their leader as transformational and their OCB. EI was observed to be associated with conscientiousness and altruism. However, no significant link between EI and Transformational leadership was found. Transformational leadership style go hand in hand i.e., one would be irrelevant without the other.

Berrocaletal.(2012) investigated the role of gender differences in EI and whether age acted as a mediator in the relationship between gender and EI among university students and adults in the community. They observed that age completely mediated the relationship between gender and EI. Therefore, the role of age is more pronounced.

5. THEORETICAL FRAMEWORK

The capacity to recognize and control one's own emotions as well as those of others is referred to as emotional intelligence. The four stages in which a person develops emotional intelligence are shown in Mayer and Salovey's four branch model, which views emotional intelligence as a cognitive capacity. The four stages of emotional intelligence are Emotional Perception, Emotional Understanding, Emotional Management, and Emotional Assimilation

Being able to appropriately articulate one's feelings and be self-aware of them is the first stage in developing emotional awareness. When a person is conscious of the emotions he is feeling, he advances to the stage of emotional assimilation, which requires him to differentiate between the many emotions he is feeling and recognize the ones that influence his mental process. He gains emotional knowledge as a result of this skill, which includes the capacity to comprehend complicated emotions and to spot the change from one feeling to another. By that time, he has mastered managing his emotions and is capable of connecting to or withdrawing from any feeling in any circumstance. He is able to fully control his impulses as a result,. In contrast, Reuven Bar-On and Goleman propose the mixed ability models that also take into account a few personality factors. Bar-On's model of emotional intelligence is seen as process-oriented rather than outcome-oriented and pertains to the potential for performance and success rather than actual performance or accomplishment. It aims to pinpoint a person's innate capacity for emotional intelligence. His model includes Intrapersonal, Interpersonal, Adaptability, Stress management and, General mood components

Similar to Mayer and Salovey's model on emotional self-awareness, self-control, self-expression, and empathy, Bar-On also includes reality testing, which is the capacity to judge how an object's emotional experience relates to its true nature, stress tolerance, and the ability to remain positive and upbeat in the face of difficulty. As his focus is on workplace success, Goleman's model differs significantly in that he also incorporates organizational awareness, leadership, cooperation, and collaboration in addition to self-awareness, self-control, and empathy.

The recognition of the beneficial function of emotions in a person's life began to shift in the later part of the 20th century. A "lack of self-understanding and impoverished shallow social

relationships" were the results of the exaggerated credit that had been given to intelligence as a result of this. A rising number of individuals were considering opportunities to reduce the excessive value placed on intelligence and create a platform for other abilities that were equally vital but had previously been underutilized. At this point, the notion of "Emotional Intelligence" emerges. Its enormous success is partly attributed to the concept's novelty, but it has also grown in popularity as a result of disapproval of the excessive significance placed on IQ testing. More significantly, the concept's sudden popularity is evidence that individuals are searching for ways to improve and control their emotional lives.

6. RESEARCH METHODOLOGY

6.1 Population and Sample

Population is the total number of objects about which data is sought. The middle level employees of Harrison Malayalam Ltd, Kumbazha estate, Pathanamthitta acted as the participants of the study. The population consisted of 150 middle level employees.. A sample of 100 respondents was selected for the study.

6.2 Data and Sources of Data

Data sources can be broadly classified into primary and secondary data.

Primary data

Primary data means the original data that has been collected specifically for the purpose of the study. This means the data has been collected from original source first hand. Primary data in this case was collected through questionnaires. Questionnaires were prepared to collect data from the employees of Harrison Malayalam Ltd, Kumbazha estate, Pathanamthitta

Secondary data

Secondary data refers to the information or facts already collected. Secondary data was collected from book journals, websites.

6.3 Research design

A research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The research design used for the study is descriptive research design. Descriptive research studies are used to portray accurately the characteristics of a particular individual, situation or a group. The major purposes of the descriptive research are the description of the state of affairs as it exists at present. Studies concerned with specific predictions with narration of facts and characteristics concerning individual, group or situation are example.

6.4 Sample Design

Sampling design is to clearly define set of objects technically called the universe to be studied. Sampling design is a framework which gives the basis for the selection of sample from a given population. Sample design has two elements they are sampling method and estimator.

Sampling unit:

The sampling unit is employees of HML, Kumbazha Estate

Sample size:

The sample size of the study is 100.

6.5 Sampling Method

This is used to define the target population by researcher. There is no strict rule to be followed. The sampling method used in this project is convenient sampling.

6.6 Methods of Data Collection

Data collection is an important aspect of any type of research study. Data collection method is an integral part of the research design. Inaccurate data collection can impact the result of a study and ultimately lead to invalid results. Data is the unprocessed information which one collects through the survey. It is the basic factor which gives information about the problem under the study. Self-administrated questionnaire was used to collect primary data of this research. Paper questionnaire is the prior choice in the research because distributing the questionnaire manually shows more sincerity and manner to respondents.

6.7 Drafting a Questionnaire

After confirming the topic of the project, the factors were identified for organizational culture and organizational performance. The questionnaire consists of total 26 questions which are closed ended questions, where 5 questions are meant for analyzing self-awareness, 5 questions are meant for analyzing managing emotions, 5 questions are meant for analyzing motivating oneself, 5 questions are meant for analyzing empathy, 5 questions are meant for analyzing the self-development. A questionnaire was prepared according to the factors

The questionnaire had two sections: The demographic section and the variable section. The demographic section only consists of gender. The Likert scale was used in preparing the questionnaire where scales 1 to 5 were used ranging from 5=strongly agree, 4= agree, 3= neutral, 2 = disagree and 1 = strongly disagree

6.8 Data Analysis Techniques

The following technologies were utilized for data analysis as surveys solicit direct answers from respondents. SPSS is the statistical programme utilized. IBM created the windows-based SPSS computer programme, which is largely used for analyzing statistical data and producing charts and tables. It can manage a lot of data thanks to its enormous capacity. For a statistical software, it provides a huge selection of conventional and advanced statistical features as well as several in-depth presentations.

Descriptive Statistics

The fundamental characteristics of the data in a study are described using descriptive statistics. Simple summaries of the sample and the measurements are provided. They serve as the foundation for almost all quantitative study of data, along with straightforward graphical analysis. The percentage and mean score were two of the descriptive statistics employed in this investigation.

T-test

To evaluate if there is a significant difference between the means of two groups that may be connected in some ways, a t-test is a sort of inferential statistic that is utilized. It is typically

employed when data sets, such as the one representing the results of tossing a coin 100 times, would follow a normal distribution and could contain unidentified variances. A t-test is a method for evaluating hypotheses that may be used to assess population-based assumption

6.9 Hypothesis:

1. Ho: There exist no significant differences in the level of self-awareness across genders among the selected employees who participated in this study.
H1: There exist significant differences in the level of self-awareness across genders among the selected employees who participated in this study.
2. Ho: There exist no significant differences in the level of managing emotions across genders among the selected employees who participated in this study.
H1: There exist significant differences in the level of managing emotions across genders among the selected employees who participated in this study.
3. Ho: There exist no significant differences in the level of motivating oneself across genders among the selected employees who participated in this study.
H1: There exist significant differences in the level of motivating oneself across genders among the selected employees who participated in this study.
4. Ho: There exist no significant differences in the level of empathy across genders among the selected employees who participated in this study.
H1: There exist significant differences in the level of empathy across genders among the selected employees who participated in this study
5. Ho: There exist no significant differences in the level of self-development across genders among the selected employees who participated in this study.
H1: There exist significant differences in the level of self-development across genders among the selected employees who participated in this study.
- 6 Ho: There exist no relationship between emotional intelligence and gender.
H1: There exist a relationship between emotional intelligence and gender

7. DATA ANALYSIS AND RESULTS

SPSS was used to analyze the data. To compare the mean values for the two groups of employees (men = 50, women = 50), the independent samples t-test was used. To determine if there is a difference between emotional intelligence skills or not, the mean and standard deviation of each emotional intelligence competency as well as emotional intelligence as a whole concept were measured. To determine which EI factors were substantially different between male and female employees, at test for equality of means was then run

Table 7.1

GROUP STATISTICS								
	DER	GEN	N	Mean	M	Std.Deviation	Std.Error orMean	Significance
Self-Awareness		Male	50	3.525	3.335	0.64	0.09098	0.018
	e	femal	50	4.600	4.089	0.40	0.05669	
Managing Relations		Male	50	3.920	3.518	0.13	0.0474	0.164
	e	femal	50	3.820	3.475	0.25	0.03603	
Motivating Oneself		Male	50	3.705	3.297	0.57	0.08103	0.006
	e	femal	50	3.080	3.575	0.36	0.05173	
Empathy		Male	50	3.885	3.517	0.56	0.07993	0.003
	e	femal	50	3.895	3.172	0.31	0.04408	
Self-Development		Male	50	3.420	3.112	0.50	0.07087	0.729
	e	femal	50	3.635	3.705	0.47	0.06747	

The difference in mean scores between male and female respondents for emotional intelligence abilities. According to the results, female employees exhibited higher levels of self-awareness than male employees (M=3.5250,SD=0.64335;M= 4.6000, SD = 0.40089). The results show that female employees were more good in managing emotions than male employees were (M =3.9200,SD = 0.25475vs.M=3.8200, SD =0.33518). Results show that male workers (M = 3.7050, SD = 0.57297) tended to be more motivating oneself than female employees (M=3.0800,SD=0.36575)in terms of motivating oneself. Results show that female employees (M = 3.8950, SD = 0.31172) exhibited higher empathy than male employees (M = 3.8850, SD = 0.56517) in terms of empathy compared to male workers (M=3.4200,SD=0.50112) female employees (M=3.6350,SD=0.47705) had a stronger inclination for self-development. The table shows that self-development (p-value =0.729 > 0.05) and managing emotions (p-value = 0.164 > 0.05) do not significantly differ between the sample respondents (men and women).self-awareness (p-value=0.0180>0.05), motivating oneself (p-value=0.0060>0.05) and empathy (p-value=0.0030>0.05) significantly differ between the sample respondents.

Results of T test

Variable	Gender	Mean	Standard deviation	N	Std error difference	Df	Sig	Hypothesis Result
Emotional Intelligence	Male	3.7058	0.31231	5	0.05034	9	0.003	significant
	Female	3.9317	0.17082	5	0.05034	75.909		

Table 7.2

In general, women (M=3.9317, SD=0.17082) were a bit more emotionally intelligent than males (M=3.7058, SD=0.31213). In light of this, we can say that there is a relationship between gender and emotional intelligence.

8. FINDINGS

Table 8.1

S.NO	HYPOTHESIS
1	Ho : Rejected H1:Accepted
2	Ho: Accepted H1:Rejected
3	Ho : Rejected H1:Accepted
4	Ho : Rejected H1:Accepted
5	Ho: Accepted H1:Rejected
6	Ho : Rejected H1:Accepted

Table 8.1 shows a summary of the findings of the study. Based on the findings there exist a relationship between emotional intelligence and gender, Empathy, Self-Motivation and Self-Awareness were significantly different among the men and women as their p –value is less than 0.05. Managing relations and Self-development were not significantly different between genders as their p – value is greater than 0.05.

9. RECOMMENDATIONS

1. The emotional competency of women in comparison to males is a positive signal for society at large and companies in particular to provide women an increasing number of career options that were previously solely available to men.
2. At the time of hiring, a potential employee's sociocultural background and emotional intelligence skills may be evaluated so that management can place the right person in the right position to prevent absenteeism, dissatisfaction, and employee turnover.
3. Since developing relationships with others through formal and informal teamwork and collaboration depends on emotional intelligence, it should be given more weight.
4. Organizations should work to codify and promote emotional intelligence as a fundamental competency in this competitive climate, taking into consideration the gender differences in understanding among employees.
5. Management should undertake more research to ascertain how gender affects emotional intelligence in terms of academic and professional success.

10. CONCLUSION

Research regarding emotional intelligence has gained increased attention, individuals equipped with the emotional competencies are better at dealing with uncertain situations. The basic purpose of current study was to examine whether gender difference existed in 5 competencies (empathy, self-motivation, managing relations, self-awareness, and self-development). Empathy, Self-motivation, Self-awareness were significantly different among the men and women. Managing relations and Self-development were not significantly different between genders. The overall result indicate that women are more emotionally intelligent as compared to men. Which is in line with commonly believed social perception in the society. Emotional skills in students as a competitive skill if properly nurtured can lead to personal development and job performance.

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